

Table of Contents

Lesson 1	Short and Long Vowels
Lesson 2	Review of Vowels
Lesson 3	Consonants
Lesson 4	The Rule vc
Lesson 5	Assessment
Lesson 6	The Open Vowel Rule
Lesson 7	Blends
Lesson 8	Spelling with c and k
Lesson 9	The Rule vccv part 1
Lesson 10	Assessment
Lesson 11	Digraph ck
Lesson 12	Digraph th
Lesson 13	Digraph sh
Lesson 14	Digraph ch, part 1
Lesson 15	Assessment
Lesson 16	Digraph ch, part 2
Lesson 17	The Voiced s
Lesson 18	Combination er
Lesson 19	Combination ir
Lesson 20	Assessment
Lesson 21	Combination ur
Lesson 22	Combination qu
Lesson 23	Combination ar, part 1
Lesson 24	Combination ar, part 2
Lesson 25	Assessment
Lesson 26	Combination or, part 1
Lesson 27	Combination or, part 2
Lesson 28	Combination wh
Lesson 29	Wild Colt words
Lesson 30	Assessment
Lesson 31	Floss Rule
Lesson 32	Digraph oo
Lesson 33	Digraph ee
Lesson 34	Spelling with ck and k
Lesson 35	Assessment
Lesson 36	Final Stable Syllable -ble
Lesson 37	Final Stable Syllables -dle, ple
Lesson 38	Final Stable Syllables -fle, -gle, -tle
Lesson 39	Spelling with ke and ve
Lesson 40	Assessment
Lesson 41	Vowel Y
Lesson 42	Spelling the long e sound
Lesson 43	Digraph ng
Lesson 44	Digraph ph
Lesson 45	Assessment
Lesson 46	Digraph ea
Lesson 47	Ghost Letter Digraphs gn, kn, wr
Lesson 48	Diphthong ou, Digraph ou
Lesson 49	Diphthong ow, Digraph ow
Lesson 50	Assessment
Lesson 51	Digraph ai
Lesson 52	Digraph ay

Lesson 53	c That Sounds Like s
Lesson 54	The Rule vc/cvc/cv
Lesson 55	Assessment
Lesson 56	Spelling with Final Stable Syllables
Lesson 57	Diphthongs oi, oy
Lesson 58	Trigraph igh
Lesson 59	Trigraph tch
Lesson 60	Assessment
Lesson 61	g That Sounds Like S
Lesson 62	Trigraph dge
Lesson 63	Spelling with dge and ge
Lesson 64	Spelling with ch and tch
Lesson 65	Assessment
Lesson 66	The Rule v/cv
Lesson 67	Final Stable Syllable -tion
Lesson 68	Digraphs oa, oe
Lesson 69	Digraph au
Lesson 70	Assessment
Lesson 71	Digraph aw
Lesson 72	The Rule vc/v
Lesson 73	a Before l
Lesson 74	a After w or qu
Lesson 75	Assessment
Lesson 76	The Rule vcccv
Lesson 77	Spelling with Final c
Lesson 78	Scribal o
Lesson 79	Final Stable Syllable -sion
Lesson 80	Assessment
Lesson 81	Digraph ew
Lesson 82	Doubling Rule, Part 1
Lesson 83	Digraph ey
Lesson 84	Digraph ue
Lesson 85	Assessment
Lesson 86	The Rule v/cv
Lesson 87	Final Stable Syllables -cious, -tious
Lesson 88	Final Stable Syllables that begin with ci, si, ti
Lesson 89	Digraphs ei, ie
Lesson 90	Assessment
Lesson 91	Quadrigraph eigh
Lesson 92	The Rule vccv part 2
Lesson 93	Dropping Rule
Lesson 94	Final Stable Syllable -ture
Lesson 95	Assessment
Lesson 96	French Endings -ice, -ile, -ine
Lesson 97	The Rule vv
Lesson 98	Multisyllabic Words
Lesson 99	Doubling Rule, part 2
Lesson 100	Assessment
Lesson 101	Changing Rule
Lesson 102	Review Assessment
Lesson 103	Review Assessment
Lesson 104	Review Assessment
Lesson 105	Review Assessment

Lesson 1

Short and Long Vowels

Discuss that we have 26 letters in our alphabet. The letters represent sounds. Five of those letters are vowels and the rest are consonants. Introduce student to long and short vowels. Practice writing them and create picture cards to represent the vowel sounds.

Suggested pictures:

- short a- apple
- short e- egg
- short i- igloo
- short o- ostrich
- short u- umbrella
- long a- acorn
- long e- equal
- long i- ivy
- long o- open
- long u- unicorn

Lesson 2

Review of Vowels

The student will review picture cards and review recognizing and writing vowels.

Lesson 3

Consonants

Discuss that we have 26 letters in our alphabet. The letters represent sounds. Five of those letters are vowels, the rest are consonants. Review the vowels a, e, i, o, u.

Introduce the consonants and practice writing and create picture cards to represent each letter. (omit x and qu until future lesson)

Suggested pictures:

b- belt	p- pencil
c- carrot	r- rabbit
d- donut	s- sock
f- feet	t- tent
g- goggles	v- vest
h- hair	w- wagon
j- jet	y- yarn
k- kite	z- zipper
l- lion	
m- mask	
n- nest	

Lesson 4

VC Rule

Review picture cards

Echo these words and listen for the sound in the final position to see if you can discover one of the consonants we left out from our previous lesson: fox, box, six, wax

What sounds do you hear in the final position? /ks/

The letter x is different because it actually makes two sounds: /k/ and /s/

Where do we find the x?

X is usually found in the middle or end of words.

Listen to these words: x-ray, xylophone, xylem

Write the words for the student to see.

When x is at the beginning or in the initial position, it sounds like /z/ as in xylophone or it says the letter's name as in x-ray.

Create a picture card to represent x

Suggested picture: fox

Write the following words for the student to see: fit, sad, beg

Have the student find the vowels in each word.

Teach the following vowel rule: A vowel followed by a consonant is short, code it with a breve.` `

Use the words fit, sad, and beg to check the rule.

Practice coding and reading the following words together: mot, net, cap, yop, box, bell, bus, af, pet, leg, lut

Lesson 5

Assessment

Quick assessment: Have student name letters, sort vowels and consonants using letter cards or magnetic letters, write letters when given the sound, and code/read CVC words such as: tot, gap, sop, ram, lug, led, wax

Lesson 6

Open Vowel Rule

Echo these words after me: he, she, me

What do you notice?

Write the words for the student to see: he, she, me

Teach the following rule: An open accented vowel is long, code it with a macron. Open means that there is not a letter after it within that syllable and accented means that when it is spoken, it sounds louder, longer, and higher.

Use the words he, she, and me to check the rule.

Practice coding and reading the following words together: let, go, ip, tug, so, ob, up, yet, we, sad

Lesson 7

Blends

Echo these words and listen for a sound they have in common: stop, step, stun

What sound do you hear in each of these words? /st/

Write the words for the student to see: stop, step, stun

What letters are making the /st/ sound? s and t

st is a blend. A blend is two consonants that slide together so smoothly that you can hardly hear each sound.

I want you to help me think of some other words that have blends in them.

Suggested blend examples: slip, strand, plop, snip, trip, spot, prom, flip, grass, twin, splat, swift, frog, glass, blimp, sprig, stop, smog, dress, brand

Have student practice coding/reading the following words: skill, smell, flop, spin, she, strict, grab, pat, peg, so, we, ov

Lesson 8

Spelling with c and k

Echo these words and tell me what they all have in common: cat, kin, cot, cup all begin with /k/

Write the words for the student to see: cat, kin, cot, cup

What letters do these words begin with?

Even though each of these words begins with the /k/ sound, some begin with the letter c and some begin with the letter k.

Teach the following spelling rule: We spell the /k/ sound with the letter k when the sound is followed by the letters e, i, or y. We spell the final /k/ sound with the letter c when the sound is followed by the letters a, o, u, or any consonant.

Practice spelling with c or k using the following words: __ut, __ite, s__ill, __op, __lock, fa__t

Remember all spelling and phonics rules have exceptions. An irregular spelling word is a word that doesn't follow the spelling rules we have been learning.

You can have the student create an irregular spelling dictionary with words that don't follow the regular spelling patterns.

Lesson 9

The Rule VCCV, Part 1

Write the word “traffic” for the student to see.

How many vowels are in this word? 2

What are they? a and i

Do you know what a syllable is?

A syllable is a word part containing one vowel sound.

When we have a word with more than one vowel sound, it tells us that the word contains more than one syllable. Whenever we have a word that contains more than one syllable, we must divide the vowels into syllables before we can code the word.

Teach the student how to code the word “traffic” by placing small v's under the two vowels. You will always locate the vowels first. Next, you look between the vowels and see how many consonants there are. You will code the consonants with a small c.

The pattern is a vowel, consonant, consonant, vowel pattern or VCCV.

Next, you divide between the two consonants with a line. This is called the division line. This line helps us recognize the syllables.

Then, you code each half of the word.

Practice coding/reading the following words: until, plastic, rabbit, fabric, suffix

Lesson 10

Assessment

Quick Assessment: Have the student spell the following words: vet, so, fix, sad, up. Have the student code/read the following words: go, nap, loft, pig, tug. Have the student write the vowels in lower case letters.

Lesson 11

Digraph ck

Echo these words and listen to the sound at the end of the words: lock, sack, truck, kick

What sound do you hear? /k/

Write the words for the student to see: lock, sack, truck, kick

What is making the /k/ sound? Ck

ck is called a digraph. A digraph is two letters that come together to make one sound.

We code digraphs by underlining them.

There are two kinds of digraphs, vowel digraphs and consonant digraphs. Digraph ck is a consonant digraph because it is made up of consonants.

Code the words together and have the student practice coding/reading the following words: block, click, geck, pack, clock, teck

Introduce new rule:

A word that ends with the /k/ sound after a short vowel is usually spelled with the letters ck.

Have student create a picture card to represent ck

Suggested picture: lock

Lesson 12

Digraph th

Echo these words and listen to the sound that the words have in common: bath, math, thin

What sound do you hear? /th/

Write the words for the student to see: bath, math, thin

What is making the /th/ sound? th

th is a digraph. A digraph is two letters that come together to make one sound.

We code digraphs by underlining them.

There are two kinds of digraphs, vowel digraphs and consonant digraphs. Digraph th is a consonant digraph because it is made up of consonants.

Th makes another sound too. Echo these words: feather, that, this

Write the words for the student to see: feather, that, this

Th can make another sound. We call it a voiced sound because it causes our voice box to move.

Have the student feel their voice box while saying the words to feel the difference between the two sounds.

We underline the th in these words too, but we also put a line through it to note that it is the voiced sound.

Code the words together and have the student practice coding/reading the following words: cash, trash, path, thud, than, chick,

Have student create a picture card to represent th
Suggested pictures: thimble, feather

Lesson 13

Digraph sh

Echo these words and listen to the sound that they have in common: shack, share, shut

What sound do you hear? /sh/

Write the words for the student to see: shack, share, shut

What is making the /sh/ sound? sh

sh is called a digraph. A digraph is two letters that come together to make one sound.

We code digraphs by underlining them.

There are two kinds of digraphs, vowel digraphs and consonant digraphs. Digraph sh is a consonant digraph because it is made up of consonants.

Code the words together and have the student practice coding/reading the following words: sesh, catnip, he, thick, shin, rash, shed, napkin, thop

Have student create a picture card to represent sh
Suggested picture: shark

Lesson 14

digraph ch, part 1

Echo these words and listen to the sound at the beginning of the words: chip, chalk, chop

What sound do you hear? /ch/

Write the words for the student to see: chip, chalk, chop

What is making the /ch/ sound? ch

ch is called a digraph. A digraph is two letters that come together to make one sound.

We code digraphs by underlining them.

There are two kinds of digraphs, vowel digraphs and consonant digraphs. Digraph ch is a consonant digraph because it is made up of consonants.

Code the words together and have the student practice coding/reading the following words: chick, chap, fath, shep, insect, inch

Have student create a picture card to represent ch
Suggested picture: cheese

Lesson 15

Assessment

Quick Assessment: Have the student spell the following words: lit, rag, fog, fan, bus, gut, pet. Have the student code/read the following words: hit, me, cat, ask, if, wig, cot.

Lesson 16

Digraph ch part 2

Echo these words and listen to the sound at the beginning of the words: Chris, chrome

What sound do you hear? /k/

Write the words for the student to see: Chris, chrome

What is making the /k/ sound? ch

We learned that ch is called a digraph. A digraph is two letters that come together to make one sound. What was the first sound that ch makes? /ch/

We code ch that says /k/ with an underline and a k-back c.

Ch makes a third sound too.

Echo these words: chef, charade

What sound do you hear? /sh/

Look at these words.

Write the words for the student to see: chef, charade

What is making the /sh/ sound?

Ch is making the /sh/ sound. Digraph ch makes three sounds. The first one to try is /ch/ as in cheese. The next two are not used as often but I want you to be aware of them in case you come across them. To code ch in a word that says /sh/ you underline it and code the c with a cedilla.

Code the words together and have the student practice coding/reading the following words: I, rabbit, chaps, lunch, shrink, thop, mick

Have student create picture cards to represent ch
Suggested picture: chef, chord

Lesson 17

Voiced s

Echo these words and listen to the sound at the end of the words: his, shrubs, clubs

What sound do you hear? /z/

Write the words for the student to see: his, clubs, shrubs

What is making the /z/ sound? s

What sound have we already learned for the letter s? /s/

S can make the /z/ sound too. In some words the letter s is voiced, meaning your vocal chords move when you make that sound causing vibration, which changes the sound a bit. We already learned about the voiced th sound. Think about how we code th when it is voiced. How do you think we will code a voiced s? A voice line through it.

Come up with words that have s in them and decide if they are voiced or unvoiced.

Code the words together and have the student practice coding/reading the following words: his, shrubs, clubs, ched, napkin, thin, bath, thet, chef

Have student create a picture card to represent voiced s
Suggested picture: rose

Lesson 18

Combination er

Echo these words and listen to the sound at the end of the words: number, latter, otter

What sound do you hear? /er/

Write the words for the student to see: number, letter, otter

What is making the /er/ sound? e and r

er is called a combination. A combination is two letters that come together and make a sound that is unexpected. We code combinations by drawing an arc underneath them.

Code the words together and the student will practice coding/reading the following words: perch, butter, her, eck, herd, be, center, beds, thun

Have student create a picture card to represent er
Suggested picture: butter

Lesson 19

Combination ir

Echo these words and listen to the sound that they have in common: first, shirt, dirt

What sound do you hear? /er/

Write the words for the student to see: first, shirt, dirt

What is making the /er/ sound? i and r

ir is called a combination. A combination is two letters that come together and make a sound that is unexpected. We code combinations by drawing an arc underneath them.

Code the words together and have the student practice coding/reading the following words: thunder, girt, dack, clatter, birth, girl, black, shed, shup

Have student create a picture card to represent ir
Suggested picture: shirt

Lesson 20

Assessment

Quick Assessment: Have the student spell the following words: ranch, math, pest, rash, damp, thin, chap. Have the student code/read the following words: check, blush, moth, that, me, suffix, napkin

Lesson 21

Combination ur

Echo these words and listen to the sound that all words have in common: purse, blur, curl

What sound do you hear? /er/

Write the words for the student to see: purse, blur, curl

What is making the /er/ sound? u and r

ur is called a combination. A combination is two letters that come together and make a sound that is unexpected. We code combinations by drawing an arc underneath them.

Code the words together and have the student practice coding/reading the following words: tirp, arc, chup, shark, thut, water, burp, surf

Have student create a picture card to represent ur
Suggested picture: purse

Lesson 22

Combination qu

Echo these words and listen to the sound at the beginning of the words: quick, quail, quack

What sound do you hear? /kw/

Write the words for the student to see: quick, quilt, quack

What is making the /kw/ sound? q and u

qu is called a combination. A combination is two letters that come together and make a sound that is unexpected. We code combinations by drawing an arc underneath them.

Code the words together and have the student practice coding/reading the following words: quit, litter, hurt, third, shelf, check, quest, set

Have student create a picture card to represent qu
Suggested picture: queen

Lesson 23

Combination ar

Echo these words and listen to the sound at the end of the words: tar, car, far

What sound do you hear? /ar/

Write the words for the student to see: tar, car, far

What is making the /er/ sound? a and r

ar is called a combination. A combination is two letters that come together and make a sound that is unexpected. We code combinations by drawing an arc underneath them.

Code the words together and have the student practice coding/reading the following words: farm, sharp, thirst, bapper, shark, turf

Have student create a picture card to represent ar
Suggested picture: car

Lesson 24

Combination ar part 2

Echo these words and listen to the sound at the end of the words: dollar, collar

What sound do you hear? /er/

Write the words for the student to see: dollar, collar

What is making the /er/ sound? a and r

ar is called a combination. A combination is two letters that come together and make a sound that is unexpected. We code combinations by drawing an arc underneath them. Ar makes another sound too. What other sound can it make? /ar/

Code the following words together

dollar	car
collar	far

What do you notice about the two sets of words? The er in the first column says /er/ and the er in the second column says /ar/. The rule states that ar will make the sound /ar/ if it is in the accented syllable. The accented syllable is the syllable that is louder, longer, and higher when you say the word. If the ar is in the unaccented syllable it will make the sound /er/.

Have student create a picture card to represent ar that says /er/
Suggested picture: dollar

Lesson 25

Assessment

Quick Assessment: Have the student spell the following words: splash, much, silt, first, his, bath, her.
Have the student code/read the following words: wept, winter, birch, smack, clatter, shirt, perch

Lesson 26

Combination or part 1

Echo these words and listen to the sound that each word has in common: worn, port, fork

What sound do you hear? /or/

Write the words for the student to see: worn, port, fork

What is making the /or/ sound? o and r

or is called a combination. A combination is two letters that come together and make a sound that is unexpected. We code combinations by drawing an arc underneath them.

Code the words together and have the student practice coding/reading the following words: corner, born, scarf, storp, carp, zurl

Have student create a picture card to represent ar that says /er/
Suggested picture: fork

Lesson 27

Combination or part 2

Echo these words and listen to the sound at the end of the words: doctor, tractor, factor

What sound do you hear? /er/

Write the words for the student to see: doctor, tractor, factor

What is making the /er/ sound? o and r

or is called a combination. A combination is two letters that come together and make a sound that is unexpected. We code combinations by drawing an arc underneath them, or make another sound too. What other sound can it make? /or/

Code and compare the following words:

doctor	torn
tractor	pork
factor	stork

What do you notice about the two sets of words? The or in the first column says /er/ and the or in the second column says /or/. The rule states that or will make the sound /or/ if it is in the accented syllable. The accented syllable is the syllable that is louder, longer, and higher when you say the word. If the or is in the unaccented syllable it will make the sound /er/.

Have student create a picture card to represent ar that says /er/
Suggested picture: doctor

Lesson 28

Combination wh

Echo these words and listen to the sound at the beginning of the words: when, which, whiz

What sound do you hear? /hw/

Write the words for the student to see: when, which, whiz

What is making the /hw/ sound? w and h

wh is called a combination. A combination is two letters that come together and make a sound that is unexpected. We code combinations by drawing an arc underneath them.

Code the words together and have the student practice coding/reading the following words: whiff, dort, sitter, tark, whip, fur

Have student create a picture to represent wh

Suggested picture: whale

Lesson 29

Wild Colt Words

Write the following words for the student to see: child, find, hold, sold

Do these words follow any rules we have learned? No

Why not? Because the rule we know is a vowel followed by a consonant is short, not long.

However, sometimes we have words in the English language that do not follow the rules we are learning. In some words that contain the letters i or o followed by two consonants, the vowels are long instead of short. There are enough of these words in the English language to group them. We are going to call them the Wild Colt words. Look at “wild colt” and see if you know why we chose that name.

Write “wild colt” for the child to see.

The i is followed by two consonants, l and d. This means that the i might make a long vowel sound. Let's try both sounds and see which one sounds right.

With the student, say “wild colt” with short vowels first then try with long vowels.

Code the words wild colt together and have the student practice coding/reading the following words: child, contest, mind, sister, black, sild, whis

Lesson 30

Assessment

Quick Assessment: Have the student spell the following words: sharp, quick, shelf, swirl, hard, farmer. Have the student code/read the following words: harp, chef, shack, chip, scamper, chick

Lesson 31

Floss Rule

Create four columns with the following titles: ff, ll, ss, sight words

Help me think of one-syllable words that have short vowels followed by the /s/, /l/, or /f/ sound in the final position. Review a syllable if necessary.

Sample words: stiff, off, sniff, well, bell, will, moss, brass, less, rough, cough, gas, bus

Look at the words in the first three columns. What do you notice that alike in all these words?

- all the words end with double consonants
- all the words are one-syllable words
- all the words have short vowels sounds
- all the words are root words

We are going to learn a new rule today. It is called the “Floss Rule” .

Can you tell me how the word “floss” is similar to these other words?

We are going to learn a rule that helps to explain how to spell words like these.

This rule tells us that when a one-syllable root word has a short vowel sound followed by the sound /f/, /l/, or /s/, those sounds are usually spelled with 'ff', 'll', or 'ss'.

We call these words that follow this rule 'floss words'.

The words in the sight word column don't follow the rule do they? These are words we need to memorize.

Lesson 32

Digraph oo

Echo these words and listen to the sound they have in common: moon, room, tooth

What sound do you hear? /u/

Write the words for the student to see: moon, room, tooth

What is making the /u/ sound? oo

oo is a digraph. A digraph is two letters that come together to make one sound. This is a vowel digraph because it is made up of vowels.

Echo these words and listen to the sound they have in common: hook, book, look

Write the words for the student to see: hook, book, look

What is making the medial sound? digraph oo

Digraph oo can make two sounds. Remember when you are reading words with oo in them, try one sound and if that word doesn't make sense try the other sound.

Code the words together and have the student practice coding/reading the following words: shook, chirt, when, tooth, soon, lork

Have student create a picture card to represent both sounds of oo
Suggested picture: tooth, book

Lesson 33

Digraph ee

Echo these words and listen to the sound in the medial position: tweet, seep, feet

What sound do you hear? /e/

Write the words for the student to see: tweet, seep, feet

What is making the long e sound? ee

ee is called a digraph. A digraph is two letters that come together to make one sound.

We code digraphs by underlining them. We also code the first e as a long sound and the second as a silent letter by crossing it out.

There are two kinds of digraphs, vowel digraphs and consonant digraphs. Digraph ee is a vowel digraph because it is made up of vowels.

Code the words together and have the student practice coding/reading the following words: queen, shook, need, grass, whirl, three, sooth (when coding suffixes, box them. If needed, teach a mini lesson over suffixes).

Have student create a picture card to represent ee
Suggested picture: feet

Lesson 34

Spelling with ck and k

Spelling with ck and k

When spelling the final /k/ sound, ck is found after a short vowel and k is found after a consonant or vowel digraph.

boo__

cli__

bla__

wee__

mil__

qui__

shoo__

chee__

par__

hoo__

sun__

thin__

shar__

ban__

chi__

Lesson 35

Assessment

Quick Assessment: Have the student spell the following words: sport, harm, chart, shirt, held. Have the student code/read the following words: floss, she, flick, torn, quick, crunch

Lesson 36

Final, stable Syllable -ble

Echo these words and listen to the sound in the final position: table, humble, stubble

What sound do you hear? /bul/

Look at these words and see if you can tell what is making that sound.

Write the words for the student to see: table, humble, stubble

b, l, and e make the /bul/ sound in these words. Ble is a final stable syllable. It is in the final position, or at the end of the word, it is stable meaning it never changes its sound, and it is its own syllable. (Review syllables if necessary).

We code final stable syllables by placing a bracket before the final stable syllable and crossing out the final e because it is silent. Next, you code the rest of the word.

Code the words with the student and have the student practice coding and reading the following words: find, tumble, sleep, bumble, cook, gable, teek

Have student create a picture card to represent ble.

Suggested picture: stable

Lesson 37

Final Stable Syllable -dle, -ple

Echo these words and listen to the sound in the final position: staple, trample, dimple

What sound do you hear? /pul/

Look at these words and see if you can tell what is making that sound.

Write the words for the student to see: staple, trample, dimple

p, l, and e make the /pul/ sound in these words. Ple is a final stable syllable. It is in the final position, or at the end of the word, it is stable meaning it never changes its sound, and it is its own syllable. (Review syllables if necessary).

Echo these words and listen to the sound in the final position: riddle, candle, fiddle

What sound do you hear? /dul/

Look at these words and see if you can tell what is making that sound.

Write the words for the student to see: riddle, candle, fiddle

d, l, and e make the /dul/ sound in these words. dle is also a final stable syllable. It is in the final position, or at the end of the word, it is stable meaning it never changes its sound, and it is its own syllable. (Review syllables if necessary).

We code final stable syllables by placing a bracket before the final stable syllable and crossing out the final e because it is silent. Next, you code the rest of the word.

Code the words with the student and have the student practice coding and reading the following words: needle, apple, yeen, tree, weep, tooth, able, tord

Have student create a picture card to represent ple and dle.

Suggested picture: staple, candle

Lesson 38

Final stable syllables -fle, -gle, -tle

Write the following words for the student to see: juggle, little, hassle, sprinkle, uncle, muzzle, stifle

Look at this list of words and see if you can find the final stable syllable in each word.

With the student identify the following final stable syllables and the sound each one makes: gle, tle, sle, kle, cle, zle, fle

Review coding final stable syllables by coding the words with the student.

Have student create a picture card to represent gle, tle, sle, kle, cle, zle, and fle

Suggested picture: bugle, bottle, truffle, fizzle, bicycle, sprinkle (-sle is not common, no picture card suggested)

Lesson 39

Spelling with ke and ve

Teach the spelling rules for ck, k, and ke. Teach the spelling rules for v and ve.

Have the student practice using the spelling pattern by completing each word.

Spelling with ck, k, ke

When spelling the final /k/ sound, ck is found after a short vowel and k is found after a consonant or vowel digraph. Ke is found after a long vowel.

- | | |
|----------|-----------|
| 1. win__ | 5. sna__ |
| 2. mar__ | 6. bri__ |
| 3. de__ | 7. sha__ |
| 4. ta__ | 8. cler__ |

Spelling with v and ve

Spell the final /v/ sound with ve.

Spell the /v/ sound in any other position with v.

- | | |
|---------|------------|
| 1. __et | 5. __erb |
| 2. ca__ | 6. in__est |
| 3. sa__ | 7. di__ |

4. __est

8. star__

Lesson 40

Assessment

Quick Assessment: Have the student spell the following words: rip, barn, no, quilt, church, worn. Have the student code/read the following words: grass, when, forks, mister, skill

Lesson 41

Vowel Y

Echo these words and listen to the sound in the final position or at the end: fry, shy, try

What do you hear in the final position? long /i/

Write the words for the student to see: fry, shy, try

What is making the long i sound? y

Is /i/ a consonant or a vowel sound? Vowel sound

How can you tell? It sounds like the vowel i.

Sometimes the letter y will act like a consonant, like it does in the word yarn, but other times it will act like a vowel like it does in these words.

Usually it is best to think of the letter y as a consonant if it is at the beginning of a word and a vowel if it is anywhere else.

When coding the vowel y, we will put a . over the y.

Practice coding the words with the student.

Echo these words and listen to the sound in the final position or at the end: candy, plenty, flimsy

What do you hear in the final position? long /e/

Write the words for the student to see: candy, plenty, flimsy

What is making the long e sound? y

Is /e/ a consonant or a vowel sound? Vowel sound

How can you tell? It sounds like the vowel e.

Remember, when we code vowel y we put a dot over it. Also, these words are two syllable words so we will have to find our vowel pattern first and then finish coding.

Practice coding the words with the student.

Have the student create picture cards for both sounds of vowel y
Suggested cards: fly, candy

Lesson 42

Spelling the long e sound

What are the different ways we can spell the long e sound? ee, e, y

Write the following for the child to see. ee, e, ee, y

Review what these mean. Point to the first ee and the second ee as you say the following: ***Digraph ee is the regular spelling pattern for the long e sound in all one-syllable words whether the sound is in the initial, medial, or final position.***

Point to the e: ***In two-syllable words, when the long e sound is in the initial or medial position, the sound is usually spelled with the letter e.***

Point to the y: ***When the long e sound is in the final position of a two syllable word, the sound is usually spelled with the vowel y.***

Let's try some words and see which letters spell the long e sound.

Practice with the following words: fee, dandy, peel, eject, even, feel, tree, dusty, misty, three, elect.

Record these words in columns labeled with the spelling pattern as you discuss them.

Lesson 43

Digraph ng

Echo these words and listen to the sound at the end of the words: ring, sing, long,

What sound do you hear? /ng/

Write the words for the student to see: ring, sing, long

What is making the /ng/ sound? ng

ng is called a digraph. A digraph is two letters that come together to make one sound.

We code digraphs by underlining them.

There are two kinds of digraphs, vowel digraphs and consonant digraphs. Digraph ng is a consonant digraph because it is made up of consonants.

Code the words together and have the student practice coding/reading the following words: bring, juggle, silly, staple

Have student create a picture card to represent ng

Suggested picture: ring

Lesson 44

Digraph ph

Echo these words and listen to the sound that they have in common: phone, graph, phrase

What sound do you hear? /f/

Write the words for the student to see: phone, graph, phrase

What is making the /f/ sound? ph

ph is called a digraph. A digraph is two letters that come together to make one sound.

We code digraphs by underlining them.

There are two kinds of digraphs, vowel digraphs and consonant digraphs. Digraph ph is a consonant digraph because it is made up of consonants.

Code the words together and have the student practice coding/reading the following words: brittle, ling, happy, stick, three, fly, mable, phone, yake

Have student create a picture card to represent ph
Suggested picture: phone

Lesson 45

Assessment

Quick Assessment: Have the student spell the following words: moss, food, wool, well, mode, stuck.
Have the student code/read the following words: brave, stove, books, coop, weep, bursting, canner

Lesson 46

Digraph ea

Echo these words and listen to the sound in the middle of the words: speak, heat, peak

What sound do you hear? long /e/

Write the words for the student to see: speak, heat, peak

What is making the /e/ sound? ea

ea is called a digraph. A digraph is two letters that come together to make one sound.

We code digraphs by underlining them.

There are two kinds of digraphs, vowel digraphs and consonant digraphs. Digraph ea is a vowel digraph because it is made up of vowels.

Now echo these words and listen to the sound at the end of the words: head, thread, instead

What sound do you hear? /e/ short

Write the words for the student to see: head, thread, instead

What is making the /e/ sound? ea

Now echo these words and listen to the sound at the end of the words: break, great, steak

What sound do you hear? long /a/

Write the words for the student to see: break, great, steak

What is making the /a/ sound? ea

Digraph ea can make three sounds. When you read a word with the digraph ea in it, you will need to try one sound first. If that doesn't sound right, try another sound. When coding a word with digraph ea in it, you will underline it because it is a digraph and cross out the silent vowel and code the sounded vowel as long or short.

Code the words together and have the student practice coding/reading the following words: squeak, bread, sling, head, phin, difle

Have student create a picture card to represent each sound for digraph ea
Suggested picture: bread, steak, leaf

Lesson 47

Ghost Letter Digraphs gn, kn, wr

Echo these words and listen to the sound at the beginning of the words: gnat, gnash, gnome

What sound do you hear? /n/

Write the words for the student to see: gnat, gnash, gnome

What is making the /n/ sound? gn

gn is called a ghost letter digraph. A ghost letter digraph is two letters that come together to make one sound like a digraph, but they are unusual because they contain a “ghost letter” or a silent letter.

We code digraphs by underlining them and crossing out the silent letter.

We are going to learn two more ghost letter digraphs.

Echo these words and listen to the sound at the beginning of the words: knife, knee, knock

Write the words for the student to see: knife, knee, knock

What is making the /n/ sound? kn

Echo these words and listen to the sound at the beginning of the words: wrist, wrap, wren

What sound do you hear? /r/

Write the words for the student to see: wrist, wrap, wren

What is making the /r/ sound? wr

Code the words together and have the student practice coding/reading the following words: wrong, knead, shack, stork, dread, mang, phet,

Lesson 48

Diphthong ou, Digraph ou

Echo these words and listen to the sound at the beginning of the words: house, mouse, pout

What sound do you hear?

Write the words for the student to see: house, mouse, pout

What is making the common sound? ou

ou is called a diphthong. A diphthong is two vowel sounds that come together so fast that they are considered to be one syllable.

We code diphthongs by drawing an arc underneath them.

Diphthong ou is found in the middle of words.

Echo these words and listen to the sound they have in common: soup, youth, you

Write the words for the student to see: soup, youth, you

What is making the common sound? ou

We just talked about ou as a diphthong, but ou can also be a digraph.

A digraph is two letters that come together so fast they make one sound.

Digraph ou will be in the middle or the end of words. When you see a word with ou, it's best to try one sound and if that isn't a word you know, try reading it with the other sound.

Code the words together and have the student practice coding/reading the following words: pound, train, mumble, mouth, gount, sount,

Suggested picture cards: house, soup

Lesson 49

Diphthong ow, Digraph ow

Echo these words and listen to the sound at the beginning of the words: crown, town, cow

What sound do you hear in the middle of the word?

Write the words for the student to see: crown, town, cow

What is making the common sound? ow

ow is called a diphthong. A diphthong is two vowel sounds that come together so fast that they are considered to be one syllable.

We code diphthongs by drawing an arc underneath them.

Echo these words and listen to the sound they have in common: bow, bowl, tow

Write the words for the student to see: bow, bowl, tow

What is making the common sound? ow

We just talked about ow as a diphthong, but ow can also be a digraph.

A digraph is two letters that come together so fast they make one sound.

When you see a word with ow, it's best to try one sound and if that isn't a word you know, try reading it with the other sound.

Code the words together and have the student practice coding/reading the following words: mouse, owl, gown, speech, teacher, grow, stowp, chowm, drowg

suggested picture cards: cow, bow

Lesson 50

Assessment

Quick Assessment: Have the student spell the following words: plop, drill, grast, leg, stock, stoop. Have the student code/read the following words: glum, twisted, crash, park, thorns, ruffle

Lesson 51

Digraph ai

Echo these words and listen for the sound they have in common: rain, pain, aid

Write the words for the student to see: rain, pain, aid

What is making the /a/ long sound? ai

ai is called a digraph. A digraph is two letters that come together one sound. This is a vowel digraph because it is made up of vowels.

Code the words together and have the student practice coding/reading the following words: train, pail, knop, row, gnik, street, plow, seal, wrost

Lesson 52

Digraph ay

Echo these words and listen for the sound they have in common: tray, stray, may

Write the words for the student to see: rain, pain, aid

What is making the /a/ sound? ay

ay is called a digraph. A digraph is two letters that come together to make one sound.

Code the words together and have the student practice coding/reading the following words: stray, shout, naked, tray, loud, tweet, gnof,

Lesson 53

C that sounds like S

Echo these words and listen for the sound they have in common: cell, circus, cycle

Write the words for the student to see: cell, circus, cycle

What is making the /s/ sound? c

C will sound like s when it is followed by e, i, or y. When we see the letter c before an e, i, or y we will code the c with a cedilla to remind us that it sounds like an s.

Show the student how to code with a cedilla.

Code the words together and have the student practice coding/reading the following words: jogger, must, pace, quick, race

Spelling with ce, se, and ss

When spelling the final /s/ sound, ce is found after a long vowel, se is found after a consonant or two vowels, and ss is found after a short vowel.

Have the student practice spelling the following words: pass, race, horse, space, loss, house, dice, miss, spouse, toss

Write the following words for the student to see: Atlantic, September

When you come to a word you do not know, the first thing you should look for is a suffix. (review suffix if needed)

Point to Atlantic

Do you see any suffixes? No

Next you should look for a final stable syllable.

Do you see any final stable syllables? No

The next thing you look for are vowels.

How many vowels are in this word? Two a's and one i

Let's write a 'v' under each vowel.

A vowel pattern begins with a vowel and ends with a vowel, so we should look between the vowels to find the vowel patterns.

Look between the two a's. How many consonants are there? Two

Let's write a 'c' under each consonant

When we see a 'vowel consonant consonant vowel pattern where is the best place to divide the word? Between the two consonants

Look between the second a and the l. How many consonants are there? Two

Write a 'c' under each of these consonants too.

Where do you think we should divide this next vowel pattern? Between the two consonants

This is a 'vccv' pattern twice in the same word

Now that we have divided into syllables, we can code the word. Code the vowels remember to check to see if they are part of any combinations, diphthongs, or digraphs. After coding the vowels, code the rest of the word.

Have the student practice coding and reading the following words: important, funny, nice, puddle,

Quick Assessment: Have the student spell the following words: floss, black, rash, porch, hope, bike, sink. Have the student code/read the following words: sifting, bills, tweet, whisper, gobble, sty

Write the following words for the student to see: bubble, table, stumble

What do all these words have in common? Final stable syllable -ble

Point to "bubble" *How do we code this word?* Code together

How would this word change if I erased one of the b's in the middle of the word?

The word would be "buble" with a long u

The sound of u changed because there is no longer a consonant following the vowel within the syllable. Remember, we always code vowels within their syllables, and the consonant b is part of final, stable syllable -ble in this word.

We are going to learn a new spelling rule today. When you spell a word with a final stable syllable and you want the vowel to make a short sound, it must be followed by a consonant within its syllable. Therefore, double the first letter of the final stable syllable because final stable syllables always begin with consonants.

Practice coding words both ways: table/tabble, gobble/goble, maple/mapple

There is an exception to the rule we just learned. When spelling a word with final stable syllable -kle and the vowel should be short, add the letter c instead of doubling the letter k. This is because English words do not contain the letter combination 'kk'

Examples of this exception: pickle, trickle, buckle

Write the word stumble

This word has a consonant m in the first syllable that keeps the vowel short so there is no need to double the consonant in the final stable syllable when spelling the word.

Lesson 57

Diphthongs oi, oy

*Echo these words and listen to the sound at the beginning of the words: hjou, soy, oil, soil
What sound do you hear?*

Write joy and soy in one column and oil and soil in another column

*What letters are making the common sound? oi and oy
Do you know what oi and oy are? Diphthongs because they both have two vowel sounds that go together so fast that they sound like one syllable.*

We code diphthongs with arcs.

Code the words together and have the student practice coding/reading the following words: foil, flow, foul, publish, space, blouse, goil, sloy, shoip, stoy

suggested picture cards: toy, soil

Lesson 58

Trigraph igh

Echo these words and listen for the sound that they all have in common: bright, thigh, tight

What sound do you hear in all of these words? long i

There are three letters making the long i sound. Look and see if you can tell me what those letters are.

The letters igh are making the long i sound.

How many letters are in igh? Three

Do you think igh is a digraph? No

Why not? It only has two letters

igh is a trigraph because it has three letters that make one sound. The letters tri in trigraph mean three.

We code trigraphs just like we code digraphs. We underline them.

Code the words together and have the student practice coding/reading the following words: rain, bloom, sigh, fright, might, thighm, shrighm

teach the student to also cross out the silent letters in trigraph igh

suggested picture cards: light

Lesson 59

Trigraph tch

Echo these words and listen for the sound that they all have in common: match, stitch, fetch

What sound do you hear in all of these words? ch

There are three letters making the /ch/ sound. Look and see if you can tell me what those letters are.

The letters tch are making the /ch/ sound.

How many letters are in tch? Three

Do you think tch is a digraph? No

Why not? It only has two letters

tch is a trigraph because it has three letters that make one sound.

We code trigraphs just like we code digraphs. We underline them. Also, we cross out any silent letters to remind us not to sound that letter when saying the word.

Code the words together and have the student practice coding/reading the following words: catch, trace, crow, way, brain, itch, gatch, potch

suggested picture cards: patch

Lesson 60

Assessment

Quick Assessment: Have the student spell the following words: teacher, insect, pound, cuff, max, date. Have the student code/read the following words: pout, green, cow, bare, make

Lesson 61

g that sounds like j

Echo these words and listen for a sound that they all have in common: germ, ginger, gym

What do you hear in all these words? /j/

Look at these words and see what is making that sound.

Write the words for the student to see: germ, ginger, gym

What is making the /j/ sound? g

When does g sound like j?

The letter g usually sounds like the letter j when it is followed by the letters e, i, or y.

Are all of these g's followed by the letters e, i, or y? Yes

When we see the letter g before the letters e, i, or y, we will code the g with a dot to remind us that it sounds like a j.

Code the words together and have the student practice coding/reading the following words: stream, hatch night, hinge, thigh, gem, gish, gerp

Suggested picture card: giraffe

Lesson 62

Trigraph dge

Echo these words and listen for the sound that they all have in common: badge, fudge, lodge

What sound do you hear in all of these words? long /j/

There are three letters making the /j/ sound. Look and see if you can tell me what those letters are.

The letters dge are making the /j/ sound.

How many letters are in dge? Three

Do you think dge is a digraph? No

Why not? It only has two letters

dge is a trigraph because it has three letters that make one sound. The other trigraphs we have learned are tch, and igh

We code trigraphs just like we code digraphs. We underline them. We will also put a dot over the g and cross out the d and e because they are silent.

Code the words together and have the student practice coding/reading the following words: nudge, feast, grouch, wrote, bridge, ludge, shodge

suggested picture cards: bridge

Lesson 63

Spelling with dge and ge

Spelling with *dge* and *ge*

When spelling the final/j/ sound:

dge is found after a short vowel, and *ge* is found after anything else

ri____ tru____sa____ smu____ bri____

pa____ gou____ ca____ sta____ e____

Answers: ridge, trudge, sage, smudge, bridge, page, gouge, cage, stage, edge

Lesson 64

Spelling with ch and tch

Spelling with *ch* and *tch*

When spelling the final /ch/ sound:
tch is found after short vowels,
and *ch* is found after anything else

la___	e___	mar___
pi___	sti___	scra___
fe___	ma___	pin___
lun___	di___	ha___

Answers: latch, etch, march, pitch, stitch, scratch, fetch, match, pinch, lunch, ditch, hatch

Lesson 65

Quick Assessment: Have the student spell the following words: *table, couch, show, knob, how, coil.*
Have the student code/read the following words: *hoist, spout, noun, brain, day, squeak, stubborn*

Lesson 66

The v' cv rule

Echo these words and tell me what sound they all have in common: *lady, cater, basin*
They all contain the long a sound

Look at these words and tell me how many vowels are in each of them: *two*

What do we do when we have more than one vowel in a word? Find the vowel pattern and divide the vowels into syllables

The first thing we should do is divide the word into syllables. Let's write a small 'v' under each vowel.

What should we do next? Look for the consonants between the vowels and write a small 'c' under each one.

What is the vowel pattern for this word? Vcv-vowel consonant vowel

The best place to divide the word that follows this pattern is after the first vowel.

After dividing the word, you will code the rest of the word following our rules we have learned.

Code the words together and have the student practice coding/reading the following words: *focus, unit, happy, spider, baby, seter, butic, kever*

Lesson 67

Final Stable Syllable -tion

Echo these words and listen to the sound in the final position: motion, action, injection

What sound do you hear in the final position? /shun/

Write the words for the student to see: motion, action, injection

What letters are making the /shun/ sound? tion

tion in a final stable syllable. We call these 'final stable syllables' because they are always in the final position and their position does not change. Also, tion is a syllable because it makes a vowel sound /u/.

How do we code final stable syllables? With brackets

Then we code the rest of the word.

Code the words together and have the student practice coding/reading the following words: portion, fiber, fudge, fraction, crazy, buction, mation,

Lesson 68

Digraphs oa, oe

Echo these words and listen for a sound they have in common: goat, toad, roam

What sound do you hear in all of these words? Long o

Write the words for the child to see: goat, toad, roam

What is making the long o sound? Oa

Oa is a digraph because it is two letters making one sound. We code oa by underlining it.

There is another digraph that makes the long o sound.

Listen to these words: toe, doe, woe

Write the words for the student to see: toe, doe, woe

What is making the long o sound in these words: oe

Digraph oe can also make the long o sound.

Code the words together and have the student practice coding/reading the following words: charcoal, throat, roast, oath, lotion, choe, ploat, stroe

Suggested picture cards: soap, toe

Lesson 69

Digraph au

Echo these words and listen for a sound they have in common: fault, cause, launch

What sound do you hear in all of these words? /au/

Write the words for the child to see: fault, cause, launch

What is making the common sound? au

au is a digraph because it is two letters making one sound. We code au by underlining it.

Code the words together and have the student practice coding/reading the following words: haunt, auction, coach, inform, vault, smault, skault, smoe, floab

Suggested picture card: sauce

Lesson 70

Assessment

Quick Assessment: Have the student spell the following words: match, fright, ground, coin, riddle, spray, string. Have the student code/read the following words: catch, flight, pound, enjoy, point, candle

Lesson 71

Digraph au

Echo these words and listen for a sound they have in common: straw, paw, claw

What sound do you hear in all of these words? /au/

Write the words for the child to see: straw, paw, claw

What is making the common sound sound? aw

aw is a digraph because it is two letters making one sound. We code aw by underlining it.

Code the words together and have the student practice coding/reading the following words: flaunt, saw, draw, large, cleaner, jaw, staw, blaw

Suggested picture card: straw

Lesson 72

vc/v

Write the word “river” for the student

What should I do before coding this word? Look for a final stable syllable or a suffix then find the vowels

Are there any final stable syllables or suffixes? No

How many vowels are in the word? Two

Since there are two vowels we need to code them with a small v under each one.

Next we look between the vowels to find the consonants and code them with a c.

What is the vowel pattern for this word? VCV

Now we have to decide where to divide this word. If we divide after the first vowel, that would make the i in river long.

Code the word for the student to see.

How would be pronounce that word if the i was long?

Have you ever heard of that word? No

Let's try dividing the word after the vowel.

Code the word for the student to see.

What is the new word? River

When dividing a CVC pattern it is best to try dividing it both ways to see what word makes sense. Also, if we have a vowel digraph, we code that as one and follow the rules for the remainder of the word. Let's look at an example.

Write the word raisin for the student to see.

What do we need to code on this word? Underline digraph ai, write a v under ai and under i, write a c under the s.

Now we need to decide where to divide the word.

Finish coding the word with the student: divide after the s, code digraph ai, voice line in s, short i

Code these words together: season, city, draw, slight, circle, stage, miver, blever

Lesson 73

a Before l

Echo these words and listen for a sound they all have in common: ball, mall, fall

What sound do you hear in each of these words? /ol/

Look at these words and see what two letters are making the common sound.

Write the words for the student to see: ball, mall, fall

The letters a and l are making the /ol/ sound

When the letter a comes before an l, it often has a sound similar to short o. We will code the a that sounds similar to a short o with two dots above it.

Code the words with the student and have the student practice reading/coding the following words: call, feeble, oink, treat, coin, vall, shall, plall

Suggested picture card: ball

Lesson 74

a after w or qu

Echo these words and listen for a sound they all have in common: wasp, watch, wand

What sound do you hear in each of these words? /wo/

Look at these words and see what two letters are making the common sound.

Write the words for the student to see: wasp, watch, wand

What is making the /wo/ sound? w and a

*Now echo these words and listen for a sound they all have in common: squash, qualm, squat
What sound do you hear in each of these words? /kwo/*

What is making the /kwo/ sound? q, u, and a

*When the letter a comes after the letter w or the letters qu, it often makes a sound similar to short o.
We code this with two dots.*

Code the words with the student and have the student practice reading/coding the following words: squad, member, street, squid, squabble, wallet, cube, grall, quamp, walsp

Suggested picture card: wallet

This picture will remind you that the letter a says /o/ before la nd after w because the word 'wallet' contains these three letters in that order.

No picture card for a after qu because that doesn't happen often in the English language

Lesson 75

Assessment

Quick Assessment: Have the student spell the following words: pitch, fight, mice, paint, ranch, stump, border. Have the student code/read the following words: lunch, grudge, page, crutch, high, boil, toy

Lesson 76

The Rule vcccv

Write the word 'lobster' for the student.

What should I do before coding this word? Look for a final stable syllable or a suffix, then find the vowels

Does this word contain a final stable syllable? No

How many vowels does it contain? Two

What do we do when we have more than one vowel in a word? Find the vowel pattern and divide the vowels into syllables.

What if any of the vowels are part of a digraph? Label them as one vowel sound

Does this word contain any digraphs? No

Let's write a small 'v' under each vowel.

No let's look between the vowels and find the consonants and write a small 'c' beneath each consonant.

What is the vowel pattern? Vcccv

Words that follow this vowel pattern are easy to read because you just have to divide between two consonants. The difficult part is deciding which two consonants to divide between.

Many times, the word will contain some letter clusters you will recognize, like digraphs or blends, and you will know to keep those letters together in the same syllable.

We have already determined that this word does not contain any digraphs, but does it contain any blends? Yes, st

Since blend st is in this word, we will divide after the b so we don't split up st.

Don't worry too much about finding the correct place to divide, though, because the word will still be pronounced roughly the same no matter which consonants you divide between.

Code the rest of the word together: breve over short o, combination er with an arc

Help student practice reading/coding the following words: silver, worth, anthem, railroad, wasp, habit, arctic, ashker, flanker

Lesson 77

Spelling with the final C

Lesson 98

Spelling final c

When spelling the final /k/ sound

c is found in a two or more syllable word

ck is found after a short vowel

k is found after a consonant or a vowel digraph, and

ke is found after a long vowel

blin___ wa___ topi___ ma___ wi___

spe___ magi___ sto___ spar___ plasti___

answers: blink, wake, tropic, make, wick, speck, magic, stock, spark, plastic

Lesson 78

Scribal o

Echo these words and listen for a sound they all have in common: won, month, wonder

What sound do you hear in each of these words? /u/ short

Look at these words and see what two letters are making the common sound.

Write the words for the student to see: won, month, wonder

The letter o is making the short u sound. When the letter o makes a short u sound, we call it scribal o because it is believed that these words spelled this way are actually mistakes made by scribes who copied words by hand many years ago. Some people believe that the letters were originally u's, but the ink the scribes used ran, making them look like o's. Eventually, the spelling of the words changed.

We call the letter o that makes a short u sound a schwa sound and code it with an upside down e above it.

Code the words with the student and have the student practice reading/coding the following words: cover, malt, able, front, pumpkin, blond, shon,

Suggested picture card: sponge

Echo these words and listen for the sound in the final position: session, tension

What sound do you hear in the final position? /shun/

Write the words for the student to see: session, tension

What letters are making the /shun/ sound? Sion

Echo these words and listen for the sound in the final position: fusion, version

What sound do you hear in the final position? /zhun/

Write the words for the student to see: fusion, version

What letters are making the /zhun/ sound? Sion

Sion can make both the /shun/ and /zhun/ sound. Sion is a final stable syllable. It is a final stable syllable because it is in the final position, the sound is stable meaning it does not change, and it has its own vowel sound.

We code final stable syllables with a bracket and then code the rest of the word.

Code the words with the student and have the student practice reading/coding the following words: confusion, mall, pause, donor, month, scald, impression, gusion, flasion

suggested picture cards: television, mission (space)

Quick Assessment: Have the student spell the following words: fiction, goodness, stage, play, squishy, grand. Have the student code/read the following words: female, suction, potion, wage, margin, thirteen, pillow

Echo these words and listen for a sound they have in common: chew, flew, stew

What sound do you hear in all of these words? /u/ long

Write the words for the child to see: chew, flew, stew

What is making the common sound sound? e and w

ew is a digraph because it is two letters making one sound. We code ew by underlining it.

Code the words together and have the student practice coding/reading the following words: nephew, except, admission, tall, threw, horse, sned, alew, plew

Suggested picture card: cashew

Use the following to teach the doubling rule.

Remind the student before beginning what a root word is and review identifying suffixes.

To begin make:

1 check mark if a root word ends with 1 vowel and 1 consonant

1 check mark if a suffix is a vowel suffix

When finished:

If you have 2 check marks, double the final consonant before adding the suffix.

If you have only 0 or 1, just add the suffix.

tip + -ing =

grub + -y =

slip + -ed =

pat + -ed =

hat + -less =

grasp + -ing =

heat + -ed =

hot + -est =

drip + -y =

trim + -ing =

cook + -ing =

grip + -less =

sad + -est =

Lesson 83

Digraph ey

Echo these words and listen for a sound they have in common: turkey, barley, chimney

What sound do you hear in all of these words? /e/ long

Write the words for the child to see: turkey, barley, chimney

What is making the common sound sound? e and y

ey is a digraph because it is two letters making one sound. We code ey by underlining it.

Code the words together and have the student practice coding/reading the following words: new, feather, raw, valley, discussion, sweater, cashew, farley, scarley, mey

Suggested picture card: key

Lesson 84

Digraph ue

Echo these words and listen for a sound they have in common: blue, clue, glue

What sound do you hear in all of these words? /u/ long

Write the words for the child to see: blue, clue, glue

What is making the common sound sound? u and e

ue is a digraph because it is two letters making one sound. We code ue by underlining it.

Code the words together and have the student practice coding/reading the following words: value, expression, comfort, skue, vlue

Suggested picture card: glue

Lesson 85

Assessment

Quick Assessment: Have the student spell the following words: traction, goat, large, bridge, minus, hitch, sure. Have the student code/read the following words: duty, bright, caption, haul, lawn, coast

Lesson 86

v/cv rule

Write 'return' for the student to see

What should I do before coding this word? Look for a final stable syllable or suffix, then find the vowels.

Does this word have a final stable syllable or a suffix? No

How many vowels does this word contain? Two

What do we do when we have more than one vowel in a word? Find the vowel pattern and divide the vowels into syllables

What if one of the vowels is part of a digraph? Code those letter clusters as one vowel sound.

Does this word contain a digraph? No

Let's write a 'v' under each vowel.

What should we do next?

Let's write a 'c' under the consonants between the vowels.

What is our vowel pattern? Vcv

Now we need to try and figure out where to divide this word. Remember that it is sometimes best to try after the first vowel and if that word doesn't make sense we try dividing after the consonant.

Code the word with the student: divide after the first vowel, code the e long with a macron, an arc under combination ur

Help the student practice coding/reading the following words: alike, discover, electric, twice, below, middle, bivulge, molbano, ekipt

Lesson 87

Final Stable Syllable cious, tious

Echo these words and listen for the sound in the final position: infectious, cautious, suspicious

What sound do you hear in the final position? /shus/

Write the words for the student to see: infectious, cautious, suspicious

What letters are making the /shus/ sound? tious, cious

These are final stable syllables. Tious and cious are final stable syllables because it is in the final position, the sound is stable meaning it does not change, and it has its own vowel sound.

We code final stable syllables with a bracket and then code the rest of the word.

Code the words with the student and have the student practice reading/coding the following words:
spacious, quote, jaw, stubborn, grinpectious, guspicious

suggested picture cards: delicious, nutritious

Lesson 88

Final Stable Syllables that begin with ci, si, ti

Write the following words for the student to see:

crucial Martian controversial

efficient patient Persian

Point to the words in the first column

Do you see something alike in both of these words: ci

Point to the words in the second column

Do you see something alike in both of these words: ti

Point to the words in the third column

Do you see something alike in both of these words: si

Do I have a root word left after I cover these letters? No

Each of these words contains a final, stable syllable

ti and ci sometimes make an unusual sound as in tious and sious. /sh/ is that unusual sound.

When the letters 'ti' and 'ci' are found in the middle of some longer words, they often make a /sh/ sound. Likewise, in the words I have written on the chalkboard, the letters 'ti' and 'ci' are making the /sh/ sound.

You may also find the letters 'si' making the /sh/ sound.

There are several other final stable syllables besides the ones I have written that begin with the letters 'ti', 'ci', or 'si'. Usually, these letters will be followed by the letters 'al', 'an', 'ent'.

In each syllable the vowel will make the schwa sound.

Code and read the words together

Lesson 89

Digraphs ei and ie

We are going to learn two digraphs today that are sometimes confusing. They are digraphs ei and ie.

Write the following words for the student to see

Digraph ie

pie
lie
piece
thief

Digraph ei

either
ceiling
vein
rein

Digraph ie can say /i/ long and /e/ long

Look at the words in the first column and see if you can read them. Do you hear the long i and long e sound?

Digraph ei can say /e/ long and /a/ long

Look at the words in the second column and see if you can read them. Do you hear the long e and long a sound?

There is no rule to tell you when these digraphs will make either sound, so you just have to experiment with each sound when you encounter words you don't know.

How do you think these digraphs will be coded? With lines underneath

We will code the rest of the word based on the sounds we hear. For example, pie: underline the ie, macron over the long i and cross out silent e

Code the words with the student and have the student practice reading/coding the following words: niece, receive, veil, sharp, piece, alive, bein, gie, piem
Suggested picture cards: pie, shield, receipt, veil

Lesson 90

Assessment

Quick Assessment: Have the student spell the following words: walk, straw, caption, mask, smudge, patch. Have the student code/read the following words: stall, weather, decade, inspection, mice

Lesson 91

Quadrigraph eigh

Echo these words and listen for the sound that they all have in common: eight, weigh, freight

What sound do you hear in all of these words? /a/ long

There are four letters making the long a sound. Look and see if you can tell me what those letters are.

The letters eigh are making the long a sound.

How many letters are in eigh? Four

Do you think eigh is a digraph? No

Do you think eigh is a trigraph? No

Why not? It has four letters and digraphs have two and trigraphs have three

eight is a quadrigraph because it has four letters that make one sound. Quad in quadrigraph means four.

We code quadrigraphs just like we code digraphs and trigraphs. We underline them.

Code the words together and have the student practice coding/reading the following words: sleigh, visit, weigh, statue, peigh, seigh, seigh, greigh

suggested picture cards: sleigh

Lesson 92

The Rule vccv Part 2

Write the word 'April' for the student to see.

What should I do before coding this word? Look for a final stable syllable or suffix, then find the vowels.

Does this word have a final stable syllable or a suffix? No

How many vowels does this word contain? Two

What do we do when we have more than one vowel in a word? Find the vowel pattern and divide the vowels into syllables

What if one of the vowels is part of a digraph? Code those letter clusters as one vowel sound.

Does this word contain a digraph? No

Let's write a 'v' under each vowel.

What should we do next?

Let's write a 'c' under the consonants between the vowels.

What is our vowel pattern? vccv

Now we need to try and figure out where to divide this word. With the vccv pattern the first place to divide the word is between the two consonants. However, if that doesn't sound right, divide after the first vowel.

Code the word with the student: divide after the first vowel, long a with a macron and schwa i with an upside down e

Help the student practice coding/reading the following words: program, between, sue, large, chase, clue, degree, peccet

Lesson 93

Dropping Rule

Use the following to teach the doubling rule.

Remind the student before beginning what a root word is and review identifying suffixes.

To begin make:

1 check mark if a root word ends with a silent e.

1 check mark if the suffix is a vowel suffix.

When finished:

If you have 2 check marks, drop the silent e before adding the suffix.

If you have only 0 or 1, just add the suffix.

slide + -ing =

phone + -ing =

fade + -less =

gripe + -y =

nice + -est=

same + -ness=

vote + -er =

late + -er =

slime + -y =

tune + -less =

smile + -ing =

fine + -est =

ripe + -ness =

Lesson 94

Final Stable Syllable ture

Echo these words and listen for the sound in the final position: adventure, sculpture, pasture

What sound do you hear in the final position? Cher

Look at these words and see what is making that sound.

Write the words for the student to see: adventure, sculpture, pasture

Ture is a final stable syllable.

We code final stable syllables with brackets.

Code the words together and have the student practice coding/reading the following words: fracture, ceiling, thick, creep, lecture, micture, tracture

Lesson 95

Assessment

Quick Assessment: Have the student spell the following words: watch, panic, finish, dodge, chair, count, grow. Have the student code/read the following words: wonder, water, Thursday, all, lifeboat, even, price

Lesson 96

French Endings -ice, -ile, -ine

Write the following words on the chalkboard

engine

fragile

notice

These words do not follow rules we have learned. When you see the letters 'ice', 'ile', or 'ine', try the long I sound first, but if this doesn't sound right, try the schwa sound.

Some people think these word endings came from the French language; therefore, we will refer to these letter clusters as French endings -ice, -ile, and -ine.

Sometimes the letters 'ine' will also say ene as in machine or magazine.

If these French endings make the long e sound, we won't code the letter I. We will just cross out the silent e and try to remember that the I is making the long e sound. If it makes the schwa sound, we will code the i with an upside down e.

Code the words together and have the student practice coding/reading the following words: hostile, crevice, gasoline, pumice, mustice, fraline, pervice

Lesson 97

The Rule vv

Write the word 'neon' for the student to see.

What should I do before coding this word? Look for a final stable syllable or suffix, and then find the vowels.

Does this word have a final stable syllable or a suffix? No

How many vowels does this word contain? Two

What do we do when we have more than one vowel in a word? Find the vowel pattern and divide the vowels into syllables

What if one of the vowels is part of a digraph? Code those letter clusters as one vowel sound.

Does this word contain a digraph? No

Let's write a 'v' under each vowel.

What should we do next? Look for consonants between the vowels

Are there consonants between the vowels? No

What is our vowel pattern? vv

When we have a vv pattern, we divide the word between the two vowels and code the rest of the word.

Code the word with the student: macron over the long e and breve over the short o

Help the student practice coding/reading the following words: create (this word is a vv pattern because the e is silent o the end), lion, duet, radium, meow, cleow, pion, puet

Lesson 98

Multisyllabic Words

Write the word underrepresented for the student to see

I want you to help me code this really long word. We will first look for prefixes and suffixes and box them. Box under and ed

Next we will look for final stable syllables. There are none

Next we will find our vowel pattern and code the rest of the word.

Guide the student in coding and reading this word.

Practice coding and reading the following words: innocently, organically, disestablishing, overemphasize

Lesson 99

Doubling Rule Part 2

To begin make:

1 check mark if the root word ends with one vowel and one consonant AND the final syllable is accented

1 check mark if the root word ends with a silent e

1 check mark if the suffix is a vowel suffix

When finished:

If you have 2 check marks, double the final consonant or drop the silent e before adding the suffix

If you have only 0 or 1 check mark, just add the suffix

drop + ing =

rest + ed =

fine + est =

open + ed =

slimy + y =

admit + ing =

refer + ing =

Lesson 100

Assessment

Quick Assessment: Have the student spell the following words: *due, scratches, drummer, deeper, drinking, patted*. Have the student code/read the following words: *glue, stitches, chimney, prosperous, maple, volleyball, wallet*

Lesson 101

Changing Rule

If the root word ends with vowel y, change y to i before adding a suffix (except for suffixes beginning with i)

Do not change y if it comes after a vowel because it is part of a digraph or a diphthong.

silly + -ness =

joy + -less =

empty + -ing =

sandy + -est =

dirty + -er =

try + -ing =

fly + -ing =

joy + -full =

play + -ing =

deny + -ing =

Lesson 102

Assessment

Quick Assessment: Have the student spell the following words: Have the student code/read the following words: vicious, amount, report, taxes, cautious, sauce, dragon

Lesson 103

Assessment

Quick Assessment: Have the student spell the following words: press, contact, deck, bark, helped, shadow, shrugged. Have the student code/read the following words: mishandle, alphabet, diet, practice, fierce

Lesson 104

Assessment

Quick Assessment: Have the student code/read the following words: apron, zebra, protein, field, shortly, continue, arctic

Lesson 105

Assessment

Quick Assessment: Have the student spell the following words: misfit, selfish, picture, banking, swimmer, hoping, careful. Have the student code/read the following words: snobbish, moisture, slapping, salute, medley, respect, thief